

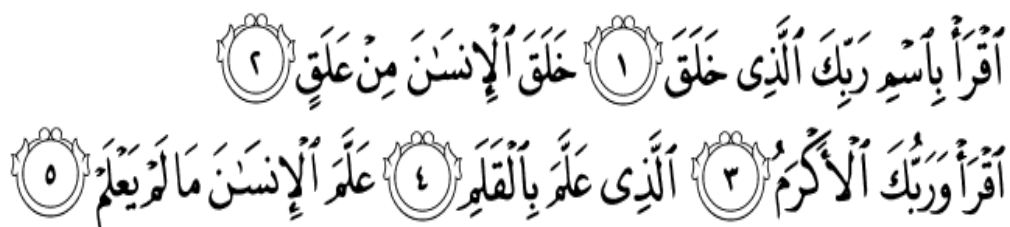
## CHAPTER I

### INTRODUCTION

#### A. Background of Study

English is taught in Indonesia as a foreign language. When learning a foreign language, it is necessary for learners to learn four skills: listening, speaking, reading and writing. “Reading is one of the important skills in English. Therefore, the ability to comprehend English written material or particular references is very important” (Finocchiaro, 1981, p.55).

As stated in verse 1-5 of surah Al-‘Alaq that reading becomes something important because it was the first commandment all at once, the first divine revelation to Prophet Muhammad SAW. The verses explain that reading is a very important part of teaching knowledge.



However, it is a common issue shared by many teachers that most students fail in reading adequately in the students' foreign language. Many high school students sometimes are unable to get complete understanding of the text. This might be caused by the fact that they do not know the essential information needed to understand a word, including how a word is combined

with other words. Based on the preliminary research, the researcher found out that the eighth grade students of MTs. Inayatuththalibin Banjarmasin have difficulties in comprehending an English text. It is also found that the technique in teaching reading comprehension of the eighth grade is traditional, that is the students read the material and after that the students answer the questions based on the text. From the interview to the teacher, the teacher said that students' achievement in reading comprehension in MTs. Inayatuththalibin Banjarmasin is poor. The researcher also interviewed some students about the techniques in learning process, they said that the teacher rarely used a technique in teaching process and some of them said that it was difficult for them to comprehend the reading material because they had no strategy and technique in comprehending the reading material. This fact leads to a question on how if the teacher uses a technique in teaching reading to improve their comprehension. In this research the technique that is proposed is mind mapping technique.

Mind mapping strategy is one of the strategies in teaching reading comprehension. Mind mapping is a valuable strategy for students to use to support and improve reading comprehension. Mind maps work because they give the reader visual way to process information. Because the concept of a story is depicted through images—and can show their graphic relationship to each other—the reader is given more information in which to aid his or her understanding. Mind Mapping is developed by the British psychologist Tony Buzan in the late 60's in an attempt to help students take notes effectively.

Mind mapping, also referred to as webbing or thinking maps is a valuable strategy for students to use to support and improve reading comprehension. Buzan states that: “Mind mapping helps students structure and order their thinking by creating a visual representation of concepts and their understanding” (Buzan, 1995). Mind mapping can be used to improve reading comprehension in both fiction and non-fiction texts, and across a variety of genres.

In relation to the explanation above, the researcher chooses mind mapping strategy. This strategy is expected to help the students in comprehending English text. The researcher intends to discover the effect of applying Mind Mapping on students’ achievement in reading comprehension by doing a research entitled **“Using Mind Mapping to Improve the Eighth Grade Students’ Ability in Reading Comprehension at MTs. Inayatuththalibin West Banjarmasin Academic Year 2014/2015”**

## **B. Statement of the Problem**

The problems in this research are stated in the following research questions:

1. How is the implementation of mind mapping to improve students’ achievement in reading comprehension?
2. Can mind mapping improve students’ achievement in reading comprehension?

### **C. Objectives of the Study**

The objectives of this study are:

1. To describe the implementation of mind mapping to improve students' achievement in reading comprehension.
2. To know whether or not mind mapping can improve the students' achievement in reading comprehension after being taught using mind mapping.

### **D. Significance of the Study**

This study hopefully can bring some usefulness as follows:

1. Theoretically

As valuable information that supports the theory on the use of mind mapping technique in the teaching and learning of reading.

2. Practically

- For English Teacher

The result of this study is hopefully useful for English teacher in teaching reading comprehension to increase the students' achievement.

- For the Students

The result of this research is hopefully useful for students of junior high school in learning, improving, and producing the new interest in reading English text.

- For the Next Research

This observational result of this research might be used as an input consideration for those who want to conduct research particularly that concerns with improving ability in comprehending text.

#### **E. Hypotheses of the Action**

This research is divided into three cycles; every cycle is conducted through the procedures of planning, acting, observing, and reflecting. Through the three cycles, the researcher will observe the improvement of students' reading comprehension ability using mind mapping. Based on that, the hypotheses of this research are:

1. The use of mind mapping can improve the reading comprehension ability of the eighth grade students of MTs. Inayatuththalibin Banjarmasin.
2. The use of mind mapping can improve the achievement in reading comprehension of the eighth grade students of MTs. Inayatuththalibin Banjarmasin.

#### **F. Scope of the Research**

- 1 The subject of this research is theeighthgrade students of MTs. Inayatuththalibin Banjarmasin.
- 2 The location of this research is in MTs. Inayatuththalibin Banjarmasin.

- 3 This research is focused on describing the use of mind mapping to improve the reading comprehension achievement of the eighth grade students of MTs. Inayatuththalibin Banjarmasin.

## **G. Definition of Key Terms**

To avoid misunderstanding toward the title adapted in this research, the writer hereby feels necessary to describe some terms in regard to the title as following:

### **1. Mind mapping**

Mind mapping is an associative network of images and words which harnesses the full range of cortical skills: word, image, number, logic, rhythm, colour and spatial awareness in a single, uniquely powerful technique (Buzan, 1995, p.81).

Mind mapping is one of the techniques that can be used by the teachers to improve the students' ability in reading comprehension since mind mapping can help the students brainstorm and generate new ideas.

### **2. Ability**

Ability means the quality of being able to do something, especially the physical, mental, financial or legal power to accomplish something (Roget's II, 1995, p.1).

Ability that is meant in this research is all about students' ability in comprehending an English text.

### 3. Reading comprehension

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language (Heilman, 1997, p.242).

Reading comprehension is the process of constructing the meaning from text and obtaining the ideas of the text.

## **H. Organization of the Writing**

This research consists of five chapters, they are systematically arranged as follows:

The first chapter contains introduction: background of study, statements of problem, objectives of the study, significance of the study, hypotheses, scope of the study, definition of key terms and organization of the contents.

The second chapter contains theoretical review which consists of the nature of reading, teaching reading comprehension, teaching reading at Islamic junior high school, and mind mapping technique.

The third chapter contains research method, which consists of research design, subject of research, sources of data, and techniques of data collection, data processing and analysis.

The forth chapter contains report of findings and discussion, which consists of data presentation and data analysis.

The fifth chapter contains closure which consists of conclusion and suggestions.